

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Lake Marion High School and Technology Center

District: Orangeburg Consolidated
District Three

Principal: Rose V. Pelzer-Brower

Superintendent: David Longshore

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Summary of Demographic Information 2007 Report Card

School Profile

School

Lake Marion High School is located in Santee, a small town. The surrounding rural towns of Holly Hill, Vance, Eutawville and Ellore send their children to one of the four area elementary schools, two middle schools, and one high school. Located in Orangeburg County Consolidated School District Three, Lake Marion High School and Technology Center with an average student enrollment of 1050 is the second largest high school in Orangeburg County. The school district includes five zip code areas, with a total population of 21,462 (2000 census). Our free and reduced lunch population is 84.30 %, but it has fluctuated between 85% and 92% since 2005.

Lake Marion High School and Technology Center, a High School That Works site, received SACS approval in October 2006. In August of 2007, Lake Marion High School celebrated its 3rd year in the new facility with two new programs to bolster academic achievement. AVID (Achievement Via Individual Determination) helps 9th grade students develop effective study and work habits while providing tutoring and homework assistance on assigned days. College Summit is designed for 11th and 12th grade students who are uncertain of their post secondary future and need the extra academic preparation and motivation to reach their goals.

Lake Marion's Career and Technology Education (CATE) program offers numerous career education and training opportunities. Our automotive workshop has recently received valuable state of the art equipment to enhance our automotive program.

The table below (**School Profile**) reveals a decrease in prime instructional time and per pupil expenditures. Our Focused Goals 3 and 4 address strategies and indicators designed to improve student achievement by increasing rigorous instruction in the classroom, provide professional development on strategies for increasing "time on task", effectively utilizing all available resources, and purchasing additional materials and resources to accomplish our goals.

School Profile 2007 Report Card

Indicators	2007	2006
Principal's years at school	3.5	3.0
Student-teacher ratio in core subjects	23.8 to 1	No change
Prime instructional time	88.2%	89.7%
Dollars spent per pupil	\$8,982	\$8,622
Percent of expenditures for teacher salaries	52.0%	54.6%
Percent of expenditures for instruction	61.6%	61.7%

Teachers

The table below (**Teacher Profile**) reflects some of the challenges we face. The selection process for hiring new teachers has not changed; however, the pool of candidates has been drastically reduced over the past three years. Teachers who do not hold advanced degrees or have the experience of those leaving our school have been offered contracts. Consequently, we have not been able to replace qualified teachers who have left with similarly qualified new hires.

Recruiting and retaining teachers have been particularly challenging issues for us. In the last three years, we have hired approximately 50 new teachers with over half leaving midyear or within the first three years. Many of them are from foreign countries. They teach the core subjects to fill our greatest number of vacancies. However, their lack of familiarity with our culture, our students, and the American school system bring unique problems impacting on students, faculty, and administration.

Our goals, strategies, and indicators for FSRP Instructional Leadership Goal#1 highlight the following: 1. the implementation of additional support for both new and veteran teachers, 2. additional professional development based on instructional weaknesses that are observed or expressed, and 3. devising improvement plans that will enhance teacher performance and increase student learning.

In addition, teachers will continue to collaborate on curriculum and assessments and will refine instructional “best practices” often throughout the school year. Efficacy of upgraded instruction will be closely monitored through data collection of standardized test results, student report cards, lesson plans, pacing guides, and observations.

Teacher Profile 2007 Report Card

Indicators	2007	2006
Teachers with advanced degrees	55.0%	61.2%
Continuing contract teachers	62.5%	NA
Teachers with emergency or provisional certificate	13.0%	14.5%
Teacher attendance rate	94.0%	95.3%
Average teacher salary	\$47,182	\$42,951
Prof. Development days/teacher	11.3 days	12.4 days

Students

According to a 2005 census, almost ¼ of the sending families are living at or below the poverty level. Exposure to cultural and social events is minimal and job opportunities are primarily found in the service and fast food industries.

The two sending middle schools also have their challenges which spill over to the high school. The 2007 report card indicated that 47% of 8th grade students scored below basic in English, 46% below basic in math, and almost 60% below basic in science. These staggering statistics have posed tremendous instructional and curricular challenges for Lake Marion. We have addressed those challenges by making strategic scheduling decisions and incorporating initiatives designed to raise student achievement.

As indicated below (**Student Profile**), while retention rates have improved from the previous year, attendance and drop out rates have not. Our FSRP strategy and indicators (under Focused Goal #2) to continue and monitor the PLATO credit recovery program for all repeaters and failing students have been identified to address the problem of students who are

repeatedly unsuccessful, have failing grades of 60-69, and are at risk of dropping out of school. The attendance officer will continue to monitor and upgrade efforts to contact parents of students who are absent more than three consecutive days.

Student Profile 2007 Report Card

<u>Indicators</u>	<u>2007</u>	<u>2006</u>
Retention Rate	9.6%	12.6%
Attendance Rate	95.1%	95.2%
Older than usual for grade	4.3%	10%
Annual drop out rate	6.1%	3.7%
Out of School suspensions/expulsions	0.1%	0.1%

Our **Population Diversity** table below shows a greater enrollment of minority students and the significant decrease in enrollment after 9th grade. Therefore, our ERT Report includes strategies emphasizing the continuance and maintenance of programs designed to support and guide freshmen through their first year in high school. Our plan also includes more vigilant reviews of progress reports and other data to provide us with early warning of potential academic problems. It is noteworthy that, nationally, the greatest number of dropouts results from an unsuccessful freshman year.

Population Diversity (2007 Report Card)

Grade	Black		White		Hispanic		Total
	Males	Female	Male	Female	Male	Female	
9th	155	144	12	14	2	3	331
10th	112	119	11	7	0	1	250
11th	98	71	16	5	0	0	190
12th	103	72	8	7	1	0	191

The **Population Performance** table below depicts the increased emphasis necessary to help our students pass HSAP and EOCEP in ELA and math. In addition, the graduation rate which dipped slightly from the previous year is a major focus of our FSRP. Focused student goals, instructional leadership goals, and district goals strongly demonstrate targeted emphasis in these areas. Only 53% of the free and reduced students graduated, which is only 3% less than the overall graduation rate.

Population Performance (2007 Report Card)

Status	Enrollment 1 st Day of Testing	HSAP Passage Rate by Spring 2007	HSAP ELA Passage Rate	HSAP Math Passage Rate	End Of Course Passage Rate	Graduation Rate
Male	143	71%	72%	59.4%	49.9%	43.2%
Female	121	89%	90%	78.2%	58.6%	69.3%
White	21	91%	86.6%	73.3%	65.5%	68.4%
Black	242	79.5%	79.7%	67.6%	53.8%	56.1%
Hispanic	1	NA	NA	NA	53%	NA
Disability Status	61	22.9%	37.8%	28.*%	16.7%	12.5%
Free/Reduced Lunch	180	77.4%	80.2%	68%	54.4%	53%

Summary of process used to develop FSRP and the persons involved

Lake Marion High School and Technology Center received its first annual report card during the 2007-2008 school year after the merging of two former high schools, Holly Hill-Roberts and Elloree, within Orangeburg County Consolidated School District Three. The school received an “unsatisfactory” rating on the State Report Card. As a result of this rating, we received assistance provided by a two-person External Review Team for four days along with the Lake Marion High School Leadership Team (selected teachers, guidance counselors, and administrators) who conducted an extensive review of our school’s data, programs, policies, and procedures in developing the Focused School Renewal Plan.

This group worked collaboratively to identify major areas of weaknesses to be addressed by our Focused School Renewal Plan. The documents used to identify major areas of need included, but were not limited to, the 2006 SACS recommendations, 2007-2008 school report card, HSAP longitudinal data, EOCEP data, graduation rate, ACT/SAT school data, HSTW TAV reports, and student achievement data. As a school, we have and will continue to collect and analyze data regarding school improvement and student achievement based on current and on-going data collection.

Impact and projected accomplishment of selected goals

As a result of this process, the identified goals will enable the school to meet expected progress. The faculty and staff of Lake Marion High School and Technology Center have identified four (4) SMART student achievement goals and strategies to be implemented by April 1, 2009, and to meet and/or exceed expected progress of .30 as measured by the absolute index rating during the 2008-2009 school year. The identified goals and focused strategies articulate school-wide curricular, instructional, policy and programmatic deficiencies and provide clear, concise and focused strategies to improve them in the expected time frame as indicated in the table below.

The student achievement goals we have set will enable us to achieve the following:

- A targeted increase of twelve(12) percent in the longitudinal HSAP passage rate (from 80.9 %-2007 to 92.9% 2009);
- A targeted increase of ten(10) percent in the graduation rate (from 47%-2007 to 57% - 2009);
- A targeted increase of ten (10) percent in the End of Course Tests (from 54.6%-2007 to 64.6%-2009).
- A targeted increase of eight (8) percent in the HSAP first attempt (from 62.8%-2007 to 70.8%-2009).

The simulated absolute index calculations as illustrated below would enable the school to attain an absolute rating of at least below average.

Simulated Absolute Index 2008-2009

Percent	Criterion	Points Assigned
92.9%	Longitudinal HSAP Passage rate	$3 \times .3 = .9$ pts.
57%	Graduation Rate	$3 \times .3 = .9$ pts.
64.6%	End of Course Tests	$3 \times .2 = .6$ pts.
70.8%	HSAP first attempt	$5 \times .2 = 1.0$ pts.

Simulated Index = 3.4

School Timeline

July -2008

- Finalize master schedule
- Identification of 9th graders who scored below basic on Pact for enrollment in specialized courses
- Identification of students who failed course(s)
- Generate a list if students who are eligible for credit recovery
- Schedule students into all school within school programs
- Schedule students who failed one or more parts of HSAP into an HSAP preparation course.
- MAP training for trainers
- Identification of students who are at risk for not graduating.

August – 2008

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly common planning and faculty meeting
- Monthly departmental meeting

- Monthly department chairperson meetings
- Best practices professional development
- MAP testing training
- Development of student transfer file
- Generate a list of HSAP score reports for students transferring in the district
- Maintain documentation of Special Needs student accommodations
- Generate a pre-code file and longitudinal report
- Collection of long-range plans, curriculum alignments, course syllabi, and emergency lesson plans
- Weekly teacher evaluations
- Identification of students at risk of not graduating
- Guidance department maintenance of student transcripts and credits.
- Fall Open House for parents
- Grade level parental meetings

September – 2008

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly common planning and faculty meeting
- Monthly departmental meeting
- Monthly department chairperson meetings
- Weekly teacher evaluations
- Maintain of telephone logs/home visits for unaccounted students from the 9 GR file
- Grade level parental meetings
- MAP testing training
- Identification of students eligible for credit recovery
- Best practices professional development

October – 2008

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly common planning and faculty meeting
- Monthly departmental meeting
- Monthly department chairperson meetings
- Weekly teacher evaluations
- MAP Testing of all 9th and 10th grade students
- Begin MAP data disaggregation

- Benchmark testing for first 9 weeks grading period
- Disaggregation of benchmark tests results
- Conferences for teachers with 40 percent or more failure
- Guidance counselor conferencing with failing ninth graders
- Development of operational manual/brochure for guidance
- Begin after-school program, homework center
- Best practices professional development

November – 2008

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly common planning and faculty meeting
- Monthly departmental meeting
- Monthly department chairperson meetings
- Weekly teacher evaluations
- Best practices professional development
- Continue after-school program, homework center
- Test taking strategy workshop
- Development of admitting/exiting procedures by district
- Teacher checklist of SCDE documents

December – 2008

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly common planning and faculty meeting
- Monthly departmental meeting
- Monthly department chairperson meetings
- Weekly teacher evaluations
- Best practices professional development
- Continue after-school program, homework center
- Administer Flanagan's benchmark

January – 2009

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly common planning and faculty meeting
- Monthly departmental meeting

- Monthly department chairperson meetings
- Weekly teacher evaluations
- Best practices professional development
- Continue after-school program, homework center
- Disaggregation of Flanagan's benchmark tests
- Benchmark testing for second 9 weeks grading period
- Disaggregation of benchmark tests results
- Conferences for teachers with 40 percent or more failure
- Guidance counselor conferencing with failing ninth graders

February – 2009

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly common planning and faculty meeting
- Monthly departmental meeting
- Monthly department chairperson meetings
- Weekly teacher evaluations
- Continue after-school program, homework center
- Best practices professional development
- Conferences for teachers with 40 percent or more failure
- Guidance counselor conferencing with failing ninth graders

March – 2009

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly common planning and faculty meeting
- Monthly departmental meeting
- Monthly department chairperson meetings
- Weekly teacher evaluations
- Continue after-school program, homework center
- Best practices professional development
- MAP Testing of all 9th and 10th grade students
- Begin MAP data disaggregation
- Administer Flanagan's benchmark
- Disaggregation of Flanagan's benchmark tests
- Benchmark testing for third 9 weeks grading period
- Disaggregation of benchmark tests results

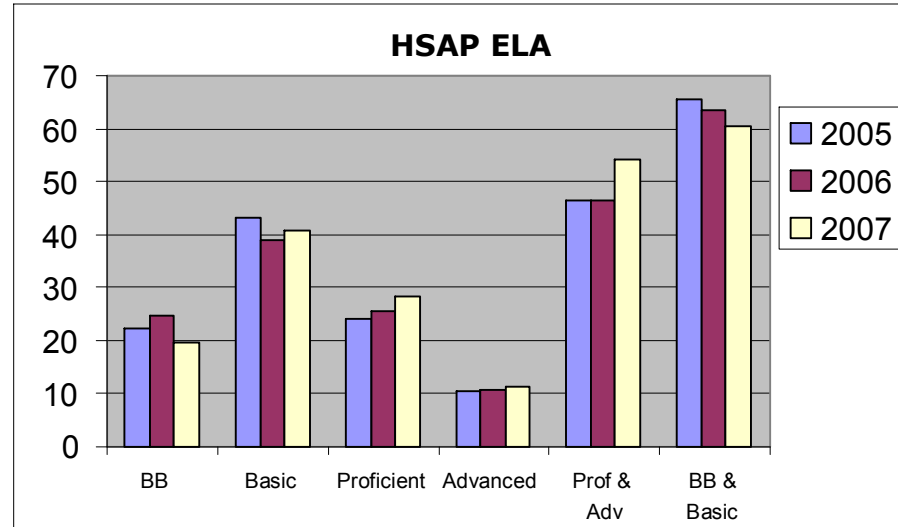
April – 2009

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly common planning and faculty meeting
- Monthly departmental meeting
- Monthly department chairperson meetings
- Weekly teacher evaluations
- Continue after-school program, homework center
- Best practices professional development
- Conferences for teachers with 40 percent or more failure
- Guidance counselor conferencing with failing ninth graders

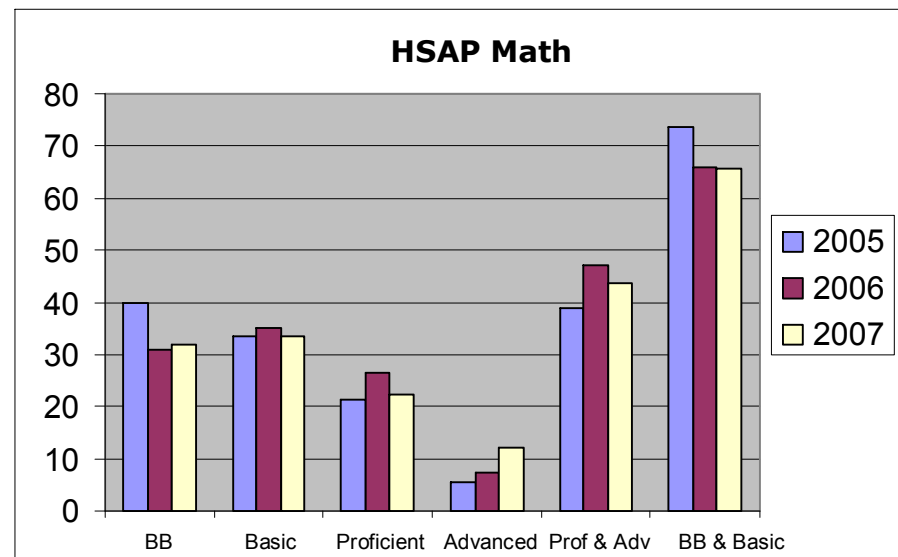
May – 2009

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly common planning and faculty meeting
- Monthly departmental meeting
- Monthly department chairperson meetings
- Weekly teacher evaluations
- Continue after-school program, homework center
- Best practices professional development

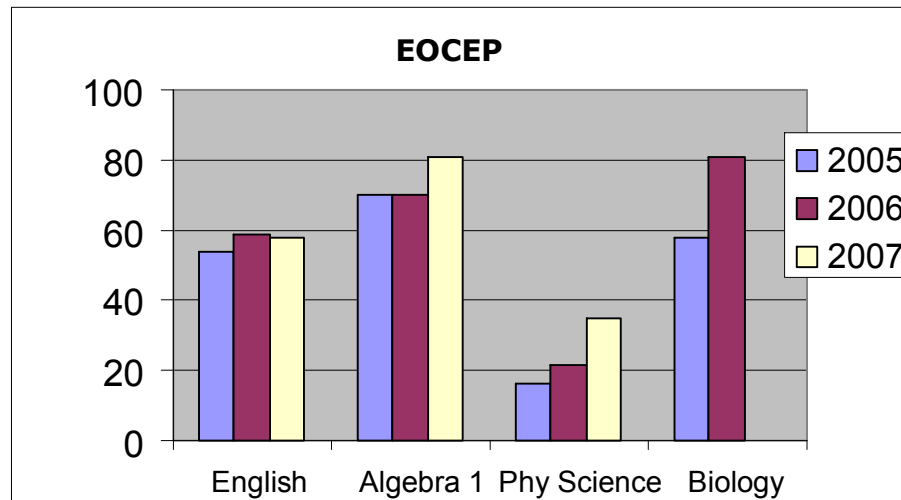
Three years of data in chart format



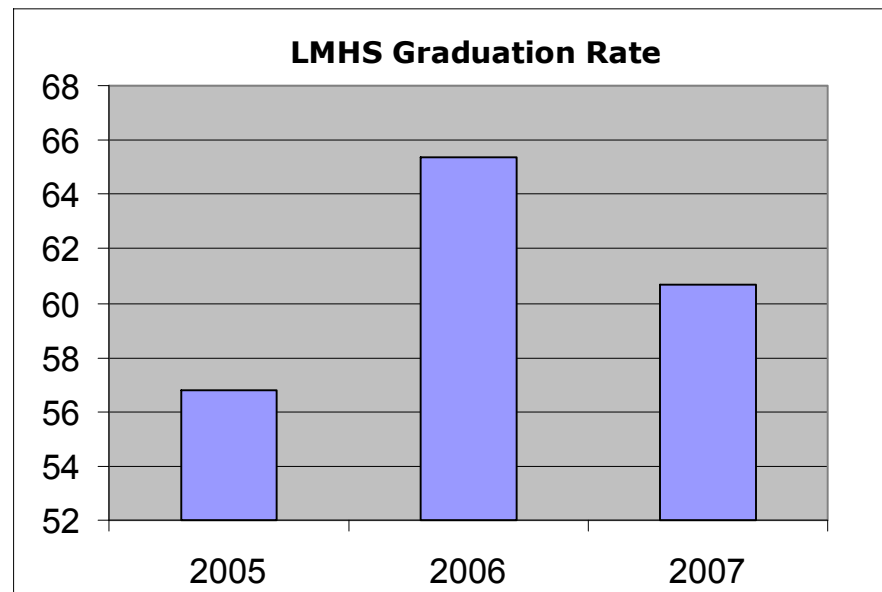
Performance on HSAP ELA from 2005-2007 has shown improvement over a three year period. Scores show improvement in each quartile.



Performance in HSAP math from 2005-2007 has shown improvement over a three year period.



Student performance on the End-of-Course test improved 11% in Algebra I and 19% in physical science and 23% in biology. Performance in English 1 declined 1% over the three year period.



The graduation rate improved 8.6% in 2006 and declined 4.7% in 2007.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1, 2009, the longitudinal exit exam passage rate will increase by 12% as evidenced by projection of HSAP fall administration and March 2009 MAP results as correlated to HSAP Level 2 performance.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Maintain an accurate file of all students to be tested on the HSAP each year.	<ul style="list-style-type: none"> • Director of Student Services • District Technology Coordinator • Guidance Secretary • District Office Enrollment Secretary • Special Education Department • District Coordinator for Special Services • Administrators for Special Services 	July 1, 2008	Maintaining an accurate file of all HSAP tested students supports achievement of this goal. <ul style="list-style-type: none"> • Maintenance of appropriate on-going documentation of students transferring in and out at the district and school level will be kept by J. Walker. • C. Futch will request and maintain a listing of the HSAP score reports of all students who transfer in during the school year. • An accurate listing of all students required to be tested at each HSAP testing cycle will be maintained by J. Walker. • Ensure that IEP's for Special Needs students are properly written and implemented for HSAP testing as verified by a roster of student accommodations maintained by T. Hinnant, G. Meyer, K. Addison, and J. Walker. • A pre-code file and longitudinal report will be printed, reviewed, maintained and verified for accuracy by C. Futch and J. Walker.

<p>Provide professional development on standards-based instruction.</p>	<ul style="list-style-type: none"> • Administrators • District Office Personnel • Principal's Secretary • Principal 	<p>August 2008</p>	<p>Providing standards - based instruction through professional development will increase the academic performance of students therefore ensuring that students achieve a level 2 rating on the HSAP.</p> <ul style="list-style-type: none"> • Sign-in sheets will be maintained of all sessions by the workshop presenters and kept by M. Jamison. • Classroom observations for implementation of indicators of standards - based instruction using the TST (Teacher Support Team) observation instruments will be completed by G. Meyer, K. Addison, D. Boyd, S. Bonaparte, P. Bryant, and R. Brower, and copies of observations maintained by M. Jamison. • G. Meyer, K. Addison, D. Boyd, S. Bonaparte, P. Bryant, and R. Brower will conference with teachers and document in writing feedback, support, assistance, and intervention as needed.
<p>Teachers will provide standards-based instruction in the classroom.</p>	<ul style="list-style-type: none"> • Teachers • Administration • Principal's Secretary 	<p>July 1, 2008</p>	<p>Providing standards-based instruction will improve the academic achievement of students.</p> <ul style="list-style-type: none"> • G. Meyer, K. Addison, D. Boyd, S. Bonaparte, P. Bryant, and R. Brower will monitor and assess evidence of standards based curriculum alignment and instruction as demonstrated through: long-range plans, monthly standards alignment, weekly lesson plans, student assessments, and the use of the classroom observation instrument. All administrators will conference with teachers and provide written feedback, support, assistance, and interventions as appropriate. <p>These documents will be maintained and filed by M. Jamison.</p>

Departments will collaborate at least once weekly on curriculum, instruction, assessment, and necessary interventions to target areas of student need.	<ul style="list-style-type: none"> Departments Chairpersons 	August 2008	<p>Weekly collaboration by departments will target areas of student need:</p> <ul style="list-style-type: none"> C. Gaillard, L. Anderson, D. Bull, B. Pelzer, S. Elmore-Rivers, H. Yeadon, and R. Keller will maintain assessment reports on student progress/benchmark tests results, and instructional needs and also maintain sign-in sheets, agenda, grade reports, minutes of meetings, and updated pacing guides.
Administer MAP to all students in October 2008 and March 2009 who have failed one or more parts of the HSAP.	<ul style="list-style-type: none"> Teachers 	September 2008	<p>MAP results will serve as a diagnostic tool to target specific areas of deficiency for each student who has failed one or more parts of the HSAP.</p> <ul style="list-style-type: none"> All teachers will use MAP results, reports, and tools to facilitate individual student goal setting for improvement and to monitor and adjust instruction. Weekly lesson plans will be monitored by P. Bryant, D. Boyd, G. Meyer, and R. Brower.
Provide training to all teachers for MAP testing and MAP data interpretation.	<ul style="list-style-type: none"> Media Specialist All teachers Administrators 	August 2008	<p>All teachers will be trained on MAP testing and MAP data interpretation to assist with instruction.</p> <ul style="list-style-type: none"> J. Singh will maintain sign-in sheets and meeting agendas. G. Meyer, K. Addison, D. Boyd, S. Bonaparte, P. Bryant, and R. Brower will monitor and evaluate each teacher's demonstrated skill in accessing MAP and generating MAP reports as verified by J. Singh. All teachers will submit an instructional plan of action based on MAP results to Ms. Brower. Documented classroom observation to verify implementation of the plan of action will be maintained by G. Meyer, K. Addison, D. Boyd, S. Bonaparte, P. Bryant, and R. Brower. J. Singh will review spring MAP results to determine RIT band growth of students and provide a report to all teachers.
Schedule all students who have failed any part of the HSAP into a mandatory HSAP course to provide intensive daily instruction and	<ul style="list-style-type: none"> Guidance Counselors Director of Student Services 	July 1, 2008	<p>Scheduling students into a HSAP course will support preparation of students for the HSAP exam.</p> <ul style="list-style-type: none"> J. walker will verify enrollment of all eligible

preparation for the HSAP exam.			students based on longitudinal report and review class schedules to ensure enrollment.
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FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation Student Achievement Focused Goal			
Focused Goal 2: By April 1, 2009, the Graduation Rate at Lake Marion High School will increase by a minimum of 10% with the class of 2009, based on the calculations from the school developed graduation Excel file (graduate rate template for the 9GR file for 2005-06).			
Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</i>
Research 2005-06 9GR file to identify students who should graduate in 2009.	<ul style="list-style-type: none"> • Director of Student Services • Principal 	September 2008	Research and maintenance of the 2005-06 9GR file will assist in improvement of the graduation rate: <ul style="list-style-type: none"> • J. Walker will maintain the school developed graduation excel file in order to monitor students who enter, students who leave, students who dropout, possible graduates, non-diploma students, and the graduation rate. • J. Walker will maintain a 2005-06 9GR file documenting students who are not on track for graduation. • J. Walker will monitor and maintain copies of transcripts to ensure each student possesses the proper credentials to graduate.
Collaborate with the district office to establish and or enforce appropriate guidelines and procedures relative to student documentation for entering and exiting the district.	<ul style="list-style-type: none"> • District Office Personnel • School Level Personnel • Superintendent • Associate Superintendent 	September 2008	Establishment and implementation of district guidelines and procedures for students entering and exiting the district will facilitate improvement of the school's graduation rate. <ul style="list-style-type: none"> • Dr. Longshore will meet with G. Wright. Walley, S. Sumter, P. Bryant, J. Walker, R. Brower, C. Fetch, A. Graham, and T. Smith to:

			<ul style="list-style-type: none"> Highlight issues and problems with current procedures (i.e., expelled students enrolled in district, students who are not legal residents, students without transcripts for appropriate grade level and course placement, repeated transfers in and out of districts) for enrolling new students into the district. Documentation and participant rosters will be maintained by R. Brower. Dr. Longshore will develop and ensure use of an enrollment manual of guidelines and procedures for students entering and exiting the district.
Contact all students not accounted for from the 2005-06 9GR file.	<ul style="list-style-type: none"> School Social Worker Guidance Secretary 	September 2008	<p>Contact of all students not accounted for from the 2005-2006 9GR file will ensure an accurate 9GR file in order to improve the graduation rate/longitudinal data. A. Graham and C. Futch will:</p> <ul style="list-style-type: none"> Make telephone calls Home visits Send registered letters Maintain logs of all telephone calls, home visits, and mailed registered letters.
Provide accurate and proper documentation for exiting students on the longitudinal data file to the SCDE.	<ul style="list-style-type: none"> Guidance Counselors Guidance Secretary Director of Student Services 	September 2008	<p>Accurate and proper documentation will increase the accuracy of the longitudinal data file.</p> <ul style="list-style-type: none"> C. Futch will make copies and maintain a file of documentation, (i.e. transcript requests from forwarding school, first year in high school transcript, etc.). C. Futch and J. Walker will maintain a file of all other appropriate documentation to verify status of students no longer active.
Continue and monitor the PLATO credit recovery program for all repeaters and failing students.	<ul style="list-style-type: none"> Guidance Counselors Director of Student Services 	September 2008	<p>The credit recovery program will assist in increasing the graduation rate.</p> <ul style="list-style-type: none"> J. Walker, B. Capers, J. Fredrick, and R. Kali will identify students who have failed one or more courses (scoring between 60-69) and maintain a roster of parental contact regarding credit recovery.

<p>Monitor graduation status and identify students at-risk for graduation.</p>	<ul style="list-style-type: none"> • Guidance Counselors • Administrators • Social Worker • Director of Student Services 	<p>July 2008</p>	<p>Early identification of students at risk of not graduating with appropriate intervention will increase the graduation rate.</p> <ul style="list-style-type: none"> • D. Boyd, K. Addison, G. Meyer, S. Bonaparte, and D. Clayton will provide a written report to guidance counselors and Ms. Brower at the end of each marking period of the students who are in danger of not graduating due to excessive referrals, absences, and failing grades. • A. Graham will follow up and provide documentation by logging evidence of home visits, phone contacts, and other support services of interventions with students who are at risk of dropping out. • J. Walker, B. Capers, J. Fredrick, and R. Kallio will schedule and provide documentation of scheduled parent meetings and parent rosters of attendance. • J. Walker, B. Capers, J. Fredrick, and R. Kallio will provide parents and students with graduation reports to include credits toward graduation and any credit deficiencies. Copies of the reports will be maintained by each counselor. • J. Walker, B. Capers, J. Fredrick, and R. Kallio will monitor senior transcripts and maintain a roster of students not on track for graduation in 2009 with problems or deficiencies noted.
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3: By April 1, 2009, the percentage of students passing End-of-Course Tests will increase by a minimum of 21% as evidenced by The Flanagan’s Test for Higher Standards’ End-of-Course Tests as correlated to EOCEP.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Continue to identify and schedule students who score below basic in ELA/Math on PACT in 8th grade into English 1, English 1 enrichment, and Algebra 1- Parts 1 and 2.	<ul style="list-style-type: none"> • Principal • Guidance Counselors 	July 2008	<p>Providing English 1 enrichment and Algebra over a two year period for students who scored below basic on PACT will decrease deficiency areas for these students.</p> <ul style="list-style-type: none"> • Ms. Brower will include English 1, English 1 enrichment, and Algebra 1 - Parts 1 and 2 in the master schedule for 9th graders. • J. Walker, B. Capers, J. Fredrick, and R. Kallio will schedule identified below basic 9th grade students into English 1, English 1 enrichment, and Algebra 1 – Parts 1 and 2. Copies of class rosters will be maintained by the counselors.
Collaborative teacher teams will develop course pacing calendars from core content curriculum standards to ensure classroom instruction is focused on the content and skills students need to pass the End-of-Course examinations.	<ul style="list-style-type: none"> • Principal • Assistant Principals • Principal’s Secretary • Teachers 	September 2008	<p>Development of pacing calendars will facilitate the delivery of instruction for HSAP content and skills.</p> <ul style="list-style-type: none"> • D. Boyd, K. Addison, G. Meyer, S. Bonaparte, P. Bryant, and R. Brower will review ELA 1, Algebra 1, Physical Science and US History pacing calendars and provide appropriate feedback. Copies of the pacing calendars will be maintained by M. Jamison. • Copies of weekly walk-through observations to ensure that pacing calendars guide classroom instruction will be maintained by M. Jamison.

Teachers will collaboratively develop student assessments and quarterly teacher-made benchmark examinations.	<ul style="list-style-type: none"> • Departments 	September 2008	<p>Administering and analyzing results of benchmark assessments will enable instruction to be targeted to the strengths and weaknesses of students.</p> <ul style="list-style-type: none"> • Teachers will develop and align teacher-made benchmark tests with the SCDE blueprint for EOCEP. • Teachers will administer the teacher-made benchmark tests. • Teachers will disaggregate benchmark test data to determine student deficiencies and to plan instruction; R. Brower will document compliance.
Conduct test-taking strategy sessions during ELA classes for students taking EOCEP examinations.	<ul style="list-style-type: none"> • English Department • English Department Chairperson 	September 2008	<p>Test-taking strategy sessions will enhance the testing skills of students.</p> <ul style="list-style-type: none"> • R. Keller will schedule students for test-taking strategy sessions in November 2008 and April 2009. • R. Keller along with the English department will develop a test taking strategy PowerPoint presentation and student handouts will be provided to each ELA teacher. • The English department will administer an assessment instrument to measure the students' proficiency level of test-taking strategies. • A roster noting the students' level of performance will be maintained by the English department teachers and monitored by D. Boyd.
Teachers will use all available SCDE curriculum and instructional resources and commercially prepared materials to guide and supplement instruction.	<ul style="list-style-type: none"> • Departments 	September 2008	<p>The use of supplementary resources will enhance instruction.</p> <ul style="list-style-type: none"> • Teachers will review support documents (blueprints, released test item) available on the SCDE website; teachers will complete a checklist of use of SCDE documents from the State Department website which will be collected and maintained by M. Jamison. • Teachers will use course specific student workbooks which will be graded and maintained in each teacher's classroom and compliance monitored by department chairpersons.

Administer Flanagan's Test for Higher Standards.	<ul style="list-style-type: none"> • Departments 	December 2008 March 2009	<p>The use of the last administration of Flanagan's Test will be used to assess students' proficiency in core content knowledge for all End-of-Course tests.</p> <ul style="list-style-type: none"> • All core subject teachers will administer Flanagan's benchmark test to students in December 2008 and March 2009. • All core teachers will collect, disaggregate, and analyze Flanagan's test results and collaborate on instructional strategies for improvement (as documented in departmental meeting minutes).
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 4: By April 1, 2009, the percentage of students passing the HSAP (1st attempt) will increase by a minimum of 8% as evidenced by a MAP RIT score of 230 in reading and 245 in math.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Continue to identify and schedule students who score below basic in ELA/Math on PACT in 8 th grade into English 1, English 1 enrichment, and Algebra 1-Parts 1 and 2.	<ul style="list-style-type: none"> Principal Guidance Counselors 	July 2008	<p>Providing English 1 enrichment and Algebra over a two year period for students who scored below basic on PACT will decrease deficiency areas for these students.</p> <ul style="list-style-type: none"> Ms. Brower will include English 1, English 1 enrichment, and Algebra I- Parts 1 and 2 in the master schedule for 9th graders. J. Walker, B. Capers, J. Fredrick, and R. Kallio will schedule identified below basic 9th grade students into English 1, English 1 enrichment, and Algebra 1 - Parts 1 and 2.
Administer fall and spring MAP assessments to all 10 th grade students to determine student deficiencies and to guide instruction.	<ul style="list-style-type: none"> Assistant Principals Teachers 	September 2008	<p>MAP results will provide detail data on student deficiencies in order to guide instruction.</p> <ul style="list-style-type: none"> Teachers will administer a MAP assessment in October 2008 and in March 2009. Teachers will access, review, and analyze individual classroom reports to differentiate instruction (as documented in the weekly lesson plans).
Provide professional development on standards-based instruction.	<ul style="list-style-type: none"> Principal Administrators Department 	September 2008	Providing professional development on standards-based instruction will improve the delivery of instruction.

	<ul style="list-style-type: none"> Chairpersons Principal's Secretary 		<ul style="list-style-type: none"> Sign-in sheets will be maintained of all sessions by M. Jamison. D. Boyd, K. Addison, G. Meyer, S. Bonaparte, P. Bryant, and R. Brower will conduct classroom observations specifically focused on delivery of standards-based instruction and provide written feedback, support, assistance, and interventions as needed.
Teachers will provide standards based-instruction to all students.	<ul style="list-style-type: none"> Administrators Teachers 	August 2008	<p>Standards-based instructional delivery will enhance the achievement level of students.</p> <ul style="list-style-type: none"> All administrators will monitor and assess evidence of standards based curriculum alignment and instruction as demonstrated through: <ul style="list-style-type: none"> long-range plans, monthly standards alignment, weekly lesson plans, student assessments, and the use of the classroom observation instrument. All administrators will conference with teachers and provide written feedback, support, assistance, and interventions as appropriate.
Provide one semester of ELA enrichment in addition to a regular ELA course to enhance literacy skills (English 1).	<ul style="list-style-type: none"> Principal Guidance Counselors 	July 2008	<p>An enrichment course will improve student literacy skills.</p> <ul style="list-style-type: none"> Ms. Brower will incorporate English enrichment classes in the master schedule. J. Walker, B. Capers, J. Fredrick, and R. Kallio will schedule all students who have failed the ELA portion of HSAP into an English enrichment class for a full semester; class rosters will be maintained as documentation.
Departments will collaborate at least once weekly on curriculum, instruction, assessment, and necessary interventions to target areas of student need.	<ul style="list-style-type: none"> Mathematics Department 	September 2008	<p>Weekly departmental collaboration will improve instruction and student academic progress.</p> <ul style="list-style-type: none"> Math teachers will provide and maintain assessment reports on student progress/benchmark tests results, and instructional needs as evidenced by: <ul style="list-style-type: none"> sign-in sheets, agenda, grade reports, minutes of meetings, updated pacing guides, and determining and discussing root causes for areas of weaknesses.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By April 1, 2009, the principal will facilitate and monitor the implementation of effective instructional strategies so that the percentage of students passing the HSAP (1st attempt) will increase by a minimum of 8% as evidenced by a MAP RIT score of 230 in reading and 245 in math.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Review and monitor: <ul style="list-style-type: none"> • short range plans • long-range plans • lesson plans • monthly alignments • course syllabi 	<ul style="list-style-type: none"> • Principal • Administrators 	August 2008	On-going review and monitoring of instruction will facilitate effective instructional strategies. <ul style="list-style-type: none"> • D. Boyd, K. Addison, G. Meyer, S. Bonaparte, P. Bryant, and R. Brower will review weekly lesson plans each Monday to ensure that they are aligned to standards- based instruction. • R. Brower will review monthly alignments, course syllabi, and short and long-range plans to ensure alignment to standards and provide written feedback to teachers as appropriate.
Provide professional development in order to increase instructional rigor and to promote the use of best practices (i.e. standards-based instruction, differentiated instruction, critical thinking).	<ul style="list-style-type: none"> • Principal • Assistant Principals • District personnel 	August 2008	Professional development will promote best practices to enhance instruction. <ul style="list-style-type: none"> • D. Boyd, K. Addison, G. Meyer, S. Bonaparte, P. Bryant, R. Brower, and R. Johnson will devise a schedule of professional development opportunities for teachers to enhance standards- based instruction and best practices. • D. Boyd, K. Addison, G. Meyer, S. Bonaparte, P. Bryant, and R. Brower will monitor the implementation of the strategies and practices from the professional development training through classroom observations and review of lesson plans.

<p>Identify all eighth grade students who scored below basic on PACT and schedule these students in Algebra 1 - Parts 1 and 2 and an English 1 enrichment course.</p>	<ul style="list-style-type: none"> • Principal • Guidance Counselors 	<p>July 2008</p>	<p>Providing an English 1 enrichment course and Algebra 1 - Parts 1 and 2 to students who scored below basic will strengthen student skills.</p> <ul style="list-style-type: none"> • R. Brower will schedule below PACT eighth graders into Algebra I- Parts 1 and 2, and English I enrichment classes to improve their math and literacy skills; a copy of the master schedule will be maintained as documentation.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009, the principal will monitor and facilitate the implementation of specific guidelines and strategies to increase the school's graduation rate by 10%, based on the graduation rate as calculated from the school generated excel file.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Review and cross reference 2005-06 9GR file for accuracy.	<ul style="list-style-type: none"> Principal Guidance Counselors Assistant Principal 	July 2008	Review and cross reference of the 9GR file will assist with increasing the graduation rate. <ul style="list-style-type: none"> R. Brower will conduct quarterly reviews and cross reference school generated graduation rate template with 9GR file for accuracy with the district office, guidance, and SASI clerk; a copy of the quarterly cross-reference template will be maintained.
Provide specific guidelines for students exiting the school.	<ul style="list-style-type: none"> Principal Guidance Secretary Social Worker 	July 2008	Implementation of specific guidelines for students exiting the school will facilitate an improvement of the graduation rate. <ul style="list-style-type: none"> R. Brower will review each semester the procedures for maintaining files of documentation for any student exiting the school. R. Brower, A. Graham, and C. Futch will review the actual files of documentation for students exiting the school monthly.

Decrease first-time ninth grade failures by ten percent quarterly.	<ul style="list-style-type: none"> • Principal • Administrators • Guidance Counselors • District Personnel 	September 2008	<p>Decrease of first-time ninth grade failures will increase the graduation rate.</p> <ul style="list-style-type: none"> • R. Brower and L. Calloway will provide and continue smaller learning environments within the school – 9th grade academies, schools within a school programs (AVID, T3, SPARK, UAPHA, JAG). • R. Brower will review student grades each reporting period and briefly highlight in writing trends and areas that need to be addressed. • R. Brower and D. Boyd will conference with ninth grade teachers who have 40 percent or more of their students failing at each grade reporting period and maintain a roster of teacher conferences. • R. Brower will schedule a common planning period for all ninth grade teachers during the school day; a copy of the master schedule will be maintained for documentation. • J. Walker, B. Capers, J. Fredrick, and R. Kallio will schedule grade level parent meetings throughout the year; copies of agenda and parent attendance rosters will be maintained by the counselors. • J. Walker, B. Capers, J. Fredrick, and R. Kallio will conference with each failing ninth grade student each grading period and maintain a record of conferences.
Implementation of PLATO, an intensive credit recovery program for all repeat students at every grade level.	<ul style="list-style-type: none"> • Principal • Guidance Counselors • Administrators 	July 2008	<p>Providing credit recovery will allow students to remain on grade level.</p> <ul style="list-style-type: none"> • G. Meyer, J. Walker, B. Capers, J. Fredrick, and R. Kallio will schedule students failing core courses into a mandatory credit recovery program after school and they will maintain attendance records for enrolled students.
Monitor and review policies and procedures for the guidance department.	<ul style="list-style-type: none"> • Principal • Guidance Counselors • Guidance Secretary 	July 2008	<p>Development and compliance of a procedural manual for the guidance department will assist in increasing the graduation rate.</p> <ul style="list-style-type: none"> • J. Walker along with B. Capers, J. Fredrick, R. Kallio, C. Futch, and R. Brower will develop a procedural /operational manual for the guidance department.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 3: By April 1, 2009, the longitudinal exit exam passage rate will increase by 12% as evidenced by projection of HSAP fall administration and spring MAP results as correlated to HSAP Level 2 performance.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Review monthly the longitudinal exit exam student data file for accuracy.	<ul style="list-style-type: none"> Principal Guidance Counselors Guidance Secretary Social Worker 	July 2008	Monthly review of the longitudinal data file will assist in improving the HSAP passage rate. <ul style="list-style-type: none"> R. Brower will review the accuracy of the longitudinal exit exam student data file with J. Walker, B. Capers, J. Fredrick, R. Kallio, C. Futch, and A. Graham.
Schedule ninth and tenth graders who failed any part of the HSAP for MAP testing.	<ul style="list-style-type: none"> Principal Media Specialist Guidance Counselors Teachers Director of Student Services 	July 2008	Scheduling students who failed any part of the HSAP for MAP testing will assist in identifying areas of deficiencies. <ul style="list-style-type: none"> J. Singh, J. Walker, K. Addison, and D. Boyd will ensure that the MAP test is administered to all ninth and tenth graders who have failed any part of the HSAP exam in October 2008 and March 2009; a roster of students eligible for testing will be maintained by J. Walker and J. Singh.
Collaboratively disaggregate MAP data with departments.	<ul style="list-style-type: none"> Principal Departments Media Specialist Administrators 	September 2008	Disaggregation of MAP data will provide teachers with the essential tools needed to enhance and target instruction. <ul style="list-style-type: none"> J. Singh, K. Addison, and D. Boyd will meet with teachers to disaggregate MAP test data and will maintain a roster of MAP training professional development. Teachers will use disaggregated data to plan instructional strategies for improvement as documented through weekly lesson plans.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: By April 1, 2009, the district will provide instructional leadership in the implementation of effective instructional strategies in order for the school to reach its goal of 8% increase on the HSAP first attempt passage rate as evidenced by a MAP RIT score of 230 in reading and 245 in math.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Maintain a data base of everyone who is eligible to take HSAP.	<ul style="list-style-type: none"> • District Student Attendance/ Discipline Technician • District Technology Coordinator • District Test Coordinator • District Registrar/ Receptionist • District Truancy/ Dropout Social Worker 	July 2008	Maintaining an accurate file of all HSAP tested students supports achievement of this goal. <ul style="list-style-type: none"> • Maintenance of appropriate on-going documentation of students transferring in and out at the district level will be kept by Ms. Shirley Sumter. • Ms. Lottie Barnes will receive and maintain a listing of the HSAP score reports of all students who transfer in during the school year. • An accurate listing of all students required to be tested at each HSAP testing cycle will be maintained by Mr. Gerald Wright, Mrs. Daphne Walley, and Ms. Lottie Barnes. • An accurate listing of all students who have dropped out will be maintained by Mrs. Aisha Graham and Ms. Lottie Barnes

Procure the Northwest Evaluation Association's (NWEA) computerized MAP tests to assist with identifying skill weaknesses which will be used to help strengthen and increase students' chances to be successful on the HSAP.	<ul style="list-style-type: none"> • Superintendent • District Technology Coordinator 	July 2008	<p>This strategy will assist with showing how well students are performing so that they can be best helped in class. Also, the strategy will assist with helping to know what the students should be working on to improve the most.</p> <ul style="list-style-type: none"> • Dr. David Longshore will sign a purchase agreement/site license to obtain this service. • Mrs. Daphne Walley will ensure that this service is accessible and operational in the school.
Provide professional development for school leaders on MAP data analysis in order for school leaders to take information back to schools.	<ul style="list-style-type: none"> • District Curriculum Director For Special Services • District Technology Coordinator • District Professional Development Coordinator 	July 2008	<p>Train the Trainer Model of staff development for school leaders will effectively provide data analysis training for school personnel.</p> <ul style="list-style-type: none"> • Mrs. Daphne Walley and Mrs. Teresa Hinnant will schedule appropriate MAP training sessions. • Dr. Ruby J. Johnson will maintain contract agreements, meeting agendas, attendance sheets, and evaluations.
Conduct monthly classroom observations of principal-identified HSAP teachers in grades 10, 11, and 12 using the district informal observation instrument.	<ul style="list-style-type: none"> • District Curriculum Coordinators 	October 2008	<p>Observing teachers who provide HSAP test preparation and providing constructive feedback will ensure teachers are focused on appropriate reading/ELA and math standards.</p> <ul style="list-style-type: none"> • Mrs. Teresa Hinnant, Dr. Debora Brunson, Dr. Liana Calloway, Mrs. Janice Rivers, and Dr. Ruby J. Johnson, who are all apart of the district's curriculum team, will use the district's <i>Classroom Observations: Walk-Through Checklist</i>.
Procure services of consultants and schedule workshops with follow-up site sessions to ensure effective implementation of strategies presented.	<ul style="list-style-type: none"> • District Professional Development Coordinator • Principal 	September 2008	<p>These workshops will enable teachers to develop a better understanding of scientifically-based best teaching practices. Participants will be exposed to innovative instructional practices applicable to their classroom instruction.</p> <ul style="list-style-type: none"> • Dr. Ruby J. Johnson in conjunction with Mrs. Rose Pelzer-Brower will plan and schedule appropriate consultants and workshops. • Dr. Ruby J. Johnson will maintain contract agreements, meeting agendas, attendance sheets, and evaluations.

<p>Provide professional development sessions on topics to enhance instruction.</p>	<ul style="list-style-type: none"> • District Curriculum Coordinators • Principal 	<p>August 2008</p>	<p>Workshops will focus on needs determined through teacher surveys, principal's recommendations, and curriculum coordinators' observations. These workshops will offer direction in the identified areas of instructional challenges.</p> <ul style="list-style-type: none"> • Dr. Ruby J. Johnson will maintain meeting agendas, attendance sheets, and evaluations. • Dr. Ruby J. Johnson in conjunction with Mrs. Rose Pelzer-Brower will plan and schedule appropriate consultants and workshops in the areas of best practices.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2: By April 1, 2009, the district will facilitate specific guidelines to increase the school’s graduation rate by 10%, based on the graduation rate template for the 9GR file for 2005-2006.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</i>
Assist the school with the tracking and identification of students who are eligible for graduation.	<ul style="list-style-type: none"> • District Student Attendance/ Discipline Technician • District Technology Coordinator • District Test Coordinator • District Registrar/ Receptionist • District Truancy/ Dropout Social Worker 	July 2008	Maintaining an accurate file of all HSAP tested students supports achievement of this goal. <ul style="list-style-type: none"> • Maintenance of appropriate on-going documentation of students transferring in and out at the district level will be kept by Ms. Shirley Sumter. • Ms. Lottie Barnes will receive and maintain a listing of the HSAP score reports of all students who transfer in during the school year. • An accurate listing of all students required to be tested at each HSAP testing cycle will be maintained by Mr. Gerald Wright, Mrs. Daphne Walley, and Ms. Lottie Barnes. • An accurate listing of all students who have dropped out will be maintained by Mrs. Aisha Graham and Ms. Lottie Barnes

Provide the services of consultants to help update the process of tracking longitudinal data and monitoring HSAP failures and remediation.	<ul style="list-style-type: none"> • Superintendent • District Technology Coordinator • District Student Attendance/ Discipline Technician • District Test Coordinator 	July 2008	<p>Maintaining an accurate file of all HSAP tested students supports achievement of this goal.</p> <ul style="list-style-type: none"> • Dr. David Longshore will sign a contract agreement with appropriate persons. • Mrs. Daphne Walley, Ms. Lottie Barnes, and Mr. Gerald Wright will ensure that accurate baseline date is available.
Provide funds for the employment of a social worker to make home visits and tract attendance when indicated.	<ul style="list-style-type: none"> • Superintendent 	July 2008	<p>Maintaining an accurate file of all HSAP tested students supports achievement of this goal.</p> <ul style="list-style-type: none"> • Dr. David Longshore will sign a contract agreement with appropriate persons.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 3: By April 1, 2009, the district will ensure the effective use of data, strategies, and instructional practices so that the longitudinal exit exam passage rate will increase by 12% as evidenced by projection of HSAP fall administration and spring MAP results as correlated to HSAP Level 2 performance.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</i>
Assist the school in ensuring that files are accurate and current.	<ul style="list-style-type: none"> • District Student Attendance/Discipline Technician • District Technology Coordinator • District Test Coordinator • District Registrar/Receptionist • District Truancy/Dropout Social Worker 	July 2008	Maintaining an accurate file of all HSAP tested students supports achievement of this goal. <ul style="list-style-type: none"> • Maintenance of appropriate on-going documentation of students transferring in and out at the district level will be kept by Ms. Shirley Sumter. • Ms. Lottie Barnes will receive and maintain a listing of the HSAP score reports of all students who transfer in during the school year. • An accurate listing of all students required to be tested at each HSAP testing cycle will be maintained by Mr. Gerald Wright, Mrs. Daphne Walley, and Ms. Lottie Barnes. • An accurate listing of all students who have dropped out will be maintained by Mrs. Aisha Graham and Ms. Lottie Barnes.

Provide the services of consultants to help update the process of tracking longitudinal data and monitoring HSAP failures and remediation.	<ul style="list-style-type: none"> • Superintendent • District Technology Coordinator 	July 2008	<p>Maintaining an accurate file of all HSAP tested students supports achievement of this goal.</p> <ul style="list-style-type: none"> • Dr. David Longshore will secure contract agreements. • Dr. David Longshore, along with Mrs. Daphne Walley, will work with persons who can conduct quarterly reviews and cross reference school generated graduation rate template with Grade 9 file for accuracy with the district office, guidance department, and SASI clerk.
Provide funds for the employment of a social worker to make home visits and track attendance when indicated	<ul style="list-style-type: none"> • Superintendent 	July 2008	<p>Maintaining an accurate file of all HSAP tested students supports achievement of this goal.</p> <ul style="list-style-type: none"> • Dr. David Longshore will sign a contract agreement with an appropriate person.
Procure the Northwest Evaluation Association's (NWEA) computerized MAP tests to assist with identifying skill weaknesses which will be used to help strengthen and increase students' chances to be successful on the HSAP.	<ul style="list-style-type: none"> • District Curriculum Director For Special Services • District Technology Coordinator 	July 2008	<p>This strategy will assist with showing how well students are performing so they can be best helped in class. Also, the strategy will assist with helping to know what the student should be working on to improve the most.</p> <ul style="list-style-type: none"> • Dr. David Longshore will sign a purchase agreement/site license to obtain this service. • Mrs. Daphne Walley will ensure that this service is accessible and operational in the school.
Provide professional development for school leaders on MAP data analysis in order for school leaders to take information back to schools.	<ul style="list-style-type: none"> • District Curriculum Director For Special Services • District Technology Coordinator • District Professional Development Coordinator 	August 2008	<p>Train the Trainer Model of staff development for school leaders will effectively provide data analysis training for school personnel.</p> <ul style="list-style-type: none"> • Mrs. Daphne Walley, Mrs. Teresa Hinnant will schedule appropriate MAP training sessions. • Dr. Ruby J. Johnson will maintain contract agreements, meeting agendas, attendance sheets, and evaluations.

Conduct monthly classroom observations of principal identified HSAP teachers in grades 10, 11, and 12 using the district informal observation instrument.	<ul style="list-style-type: none"> District Curriculum Coordinators 	October 2008	<p>Observing teachers who provide HSAP test preparation and providing constructive feedback will ensure teachers are focused on appropriate reading/ELA and math standards.</p> <ul style="list-style-type: none"> Mrs. Teresa Hinnant, Dr. Debora Brunson, Dr. Liana Calloway, Mrs. Janice Rivers, and Dr. Ruby J. Johnson, who are all a part of the district's curriculum team, will use the district's <i>Classroom Observations: Walk-Through Checklist</i>.
Procure services of consultants and schedule workshops with follow-up site sessions to ensure effective implementation of strategies presented.	<ul style="list-style-type: none"> District Professional Development Coordinator 	October 2008	<p>These workshops will enable teachers to develop a better understanding of scientifically-based best teaching practices. Participants will be exposed to innovative instructional practices applicable to their classroom instruction.</p> <ul style="list-style-type: none"> Dr. Ruby J. Johnson will maintain contract agreements, meeting agendas, attendance sheets, and evaluations.
Provide professional development sessions on topics to enhance instruction.	<ul style="list-style-type: none"> District Curriculum Coordinators Principal 	August 2008	<p>Workshops will focus on needs determined through teacher surveys, principal's recommendations, and curriculum coordinators' observations. These workshops will offer direction in the identified areas of instructional challenges.</p> <ul style="list-style-type: none"> Dr. Ruby J. Johnson will maintain meeting agendas, attendance sheets, and evaluations. Dr. Ruby J. Johnson in conjunction with Mrs. Rose Pelzer-Brower will plan and schedule appropriate consultants and workshops.

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Freshman Academy

The Freshman Academy was implemented at the beginning of the 2005-2006 school year. Incoming ninth graders are placed in the Freshman Academy, which consists of **T-3** (Teaching Through Technology), and **SPARK** (School for the Performing Arts Reaching Kids). Under the guidance of lead teachers, the freshmen journey through their ninth grade year together and enjoy an assortment of special activities. During its first year, 283 students participated in the Freshman Academy. At the end of the year, 202 were promoted and 81 were retained.

AVID

AVID, a system to prepare students in the academic middle for four-year college, eligibility was implemented during the 2007-08 school year. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID stands for Advancement Via Individual Determination. The program identifies students who have been performing at average levels, presents them with the tools to move successfully to high level courses, and prepares them for a four-year-college. The success of the program depends on educating the whole child by unifying six elements of education: students, curriculum, faculty, tutors, parents, and community. The program is designed to enhance the academic preparation of the student through encouragement, academic tutoring, and training in organization, time management, note taking, and questioning techniques.

University Advanced Placement and Honors Academy (UAPHA)

We also offer a University Advanced Placement and Honors Academy (UAPHA) for those students who wish to challenge themselves in a highly rigorous curriculum. New during the 2006-2007 school year, this program is designed to prepare students for the challenges of college level courses while developing their research, critical thinking, and writing skills. The goal of the program is to increase student levels of academic competitiveness while in high school and after graduating. Seventy-one students joined the UAPHA this year.

College Summit

College Summit is a program for seniors that helps build a school-wide college-going culture that will increase college enrollment rates. The program successfully targets and motivates students to apply to college because many students are college-ready but need some extra guidance and support. Trained student influencers build college-going culture, while teachers and counselors use a managed curriculum and technology tools to help all students create postsecondary plans and apply to college. Data and accountability tools equip school leaders to manage improved student outcomes.

Credit Recovery

LMHS offers assistance to those students who find themselves falling behind. Credit Recovery is offered three afternoons a week, and HSAP assistance is offered for those students who need extra help. Teachers also stay one afternoon a week to tutor any students who need assistance. In addition, freshmen can attend extra tutoring sessions offered on Saturdays and a tutorial program is available for our student-athletes.

Jobs for America's Graduates (JAG)

During the 2005-2006 school year, LMHS was one of fourteen high schools in South Carolina selected to implement the Jobs for South Carolina's Graduates program. The JAG model is a statewide dropout prevention and workforce preparation program for youth delivered in the classroom through the support of school and business partnerships. The ultimate objective of the JAG program is to help youth secure a quality job that will lead to a good career. Thirty-five freshmen participated in the JAG program during 2005-2006, and thirty-eight are currently enrolled.

Virtual Academy

Through Orangeburg-Calhoun Technical College and the South Carolina Department of Education, students at LMHS have the opportunity to earn high school credit through the Virtual Academy. This flexible learning environment gives students the opportunity to work at their own pace and resolve scheduling conflicts. During the summer of 2006, eleven students participated in the Virtual Academy, earning credit in Algebra II, English II, and government.

STAR Testing

STAR Reading, STAR Early Literacy and STAR Math are standardized, computer-adaptive assessments created by Renaissance Learning, Inc., for use in K-12 education. Each is a "Tier 2" assessment of a skill (reading practice, math practice, and early literacy, respectively) that can be used any number of times due to item-bank technology. These assessments fall somewhere between daily progress monitoring tools ("Tier 1") and high-stakes tests.

The purpose of the STAR assessments is to provide information to teachers about student growth and achievement in grades 1-12. Students take the assessment and it is scored automatically by the software. Teachers and administrators are able to view and print a number of reports at the individual, classroom, and grade level in order to monitor progress. Teachers can then tailor instruction to individuals and to high-stakes testing requirements.

The STAR testing results are used to guide students in Renaissance Learning's Accelerated Reading and Accelerated Math programs.

Accelerated Math

Accelerated Math is a daily, progress-monitoring software tool that monitors and manages mathematics skills practice, from first grade math through calculus. It is primarily used by primary and secondary schools, and it is published by Renaissance Learning, Inc.

Students first take the STAR math test on the computer to determine their current math ability. Teachers then make individual assignments from the Accelerated Math library. Accelerated Math monitors the progress of mathematical skills practice. It generates individualized assignments and tests, corrects assignments and tests, and records and reports results for immediate feedback. Each assignment or test is based on data from assignments. The student will be eligible to test on a math concept when he/she has correctly answered a set number of questions about that concept.

Students using Accelerated Math are responsible for completing assignments and tests, reviewing incorrect answers, setting appropriate goals based on their abilities (with teacher assistance), and discussing progress with the teacher. Teachers are responsible for planning instruction, instructing small groups and the whole class, motivating students by setting individualized goals and providing feedback, intervening when students are struggling and need additional assistance, and monitoring progress via reports and discussing assignments and tests with students.

Accelerated Reading

Accelerated Reader (AR) is a curriculum-based assessment tool that provides a summary and analysis of results to enable teachers to monitor both the quantity and quality of reading practice engaged in by their students. Students administer comprehension tests voluntarily themselves, and the system is intended specifically to have strong formative effects on subsequent learning.

AR's advanced technology helps:

- Make essential reading practice more effective for every student.
- Personalize reading practice to each student's current level.
- Manage all reading activities including read to, read with, and independent reading.
- Assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes.
- Build a lifelong love of reading and learning.

After taking the STAR Reading test on the computer, students choose books at their appropriate reading levels and read them at their own pace. After completing a book, students take a comprehension quiz on the computer. Teachers get immediate feedback on the reading and vocabulary progress of each student.

Measures of Academic Progress (MAP)

NWEA's Measures of Academic Progress (MAP) are state-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth. When taking a MAP test, the difficulty of each question is based on how well a student answers all the previous questions. The difficulty of a test is adjusted to the student's performance so each student sees different test questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

At Lake Marion High School and Technology Center, students take MAP tests in reading, language, and mathematics. Tests are taken twice a year, in the fall and spring. MAP tests are important to teachers because they keep track of progress and growth in basic skills. The MAP scores let teachers know where a student's strengths are and if help is needed in any specific areas. Teachers use this information to help them guide instruction in the classroom.

PLATO Learning

Available through a partnership with Orangeburg-Calhoun Technical College, PLATO Learning is a self-paced online program that consists of computer-based units that support and reinforce the curriculum taught at Lake Marion High School and Technology Center.

The middle and high school years are a complex time in a learner's life. Some need more challenges than the average classroom can give them. Others may have skill gaps that require intervention and remediation. PLATO Learning is the industry's foremost expert in secondary instructional technology, offering the most comprehensive library of rigorous, interactive content and assessment.

Keeping students on track to pass state-mandated assessments and graduate—whether that means providing a comprehensive credit recovery program, offering distance learning options to keep students engaged and to accommodate demanding schedules, or giving students ample opportunities to prepare for high-stakes exams—is the focus of PLATO Learning's secondary education solutions.

Tests for Higher Standards in South Carolina

Developed by S. Stuart Flanagan, Ed. D., and David E. W. Mott, Ph. D., the **Tests for Higher Standards** (TfHS) products provide opportunities for both classroom instruction and assessment. The tests are aligned specifically and uniquely to the grade-level standards. Each provides ample practice with the required format. All items meet the specifications as required for the state tests as spelled out in the blueprints. This approach is comprehensive and systematic in providing a focus that increases achievement and facilitates remediation.

Grade-Level Tests

Grade-Level Tests (sometimes used as pre/post tests) for Grades K-8 in Mathematics, Science, History/Social Studies, and Reading/English/Language Arts are aligned specifically and uniquely to the South Carolina Academic Standards. For high school, end-of-course tests for Early Algebra, English, Physical Science, Biology, and United States History and the Constitution are available. A classroom management system with a class matrix, answer key, and student response sheet is included for each grade and subject. These instructional materials give specific and systematic assessment at each grade level. All of the materials were modeled after Flanagan's materials that are in 80% of Virginia districts. The Virginia Standards of Learning compare favorably with South Carolina Academic Standards. Hence, this material should be quite beneficial to South Carolina educators. The materials meet EMSAP and end-of-course specifications. At this time, many districts and schools throughout South Carolina are presently utilizing these products which are formatted like the SC high stakes tests.

Mini Tests

Mini Tests in Mathematics, Science, History/Social Studies, and Reading/English/Language Arts grades are complete for each grade including high school. These materials allow for ongoing or periodic teacher evaluation of student performance. Each grade level strand and standard is evaluated individually and in depth. Many districts use these tests as benchmarks. There is a built in system for teachers to generate their own classroom, school, or district level tests.

HSAP Exit Exam

TfHS has produced HSAP Exit Exams consistent with South Carolina's information on Mathematics and Reading/English/Language Arts. These tests are similar to our Grade-Level Tests for each grade level and include a classroom management system with a class matrix, answer keys, individual student response forms, etc. The HSAP in Mathematics reflects the *Quick Reference Guide* as posted on the SC DOE website. The English HSAP is built around the SC English Academic standards and is also current.

Classroom Observations

Walk-Through Checklist is the teacher informal observation form that will be used by the District Curriculum Coordinators to record teaching performance and to provide constructive feedback.

TST

TST is the acronym for Teacher Support Team. The Teacher Support Team consists of the District's Curriculum Coordinators, whose ultimate goal is to provide assistance and support to teachers in an attempt to help them improve and excel at becoming effective and efficient classroom teachers.

TST Informal Classroom Observation Instrument

TST Informal Classroom Observation Instrument is the name of the classroom instrument that will be used by principals and their administrative teams to conduct school-level observations and to provide constructive feedback to teachers.